

## ITAP 3 : *‘Provide high quality feedback’.*

### **DO NOW:**

Discuss on your tables your understanding of the core readings and how they reflected what you observed in practice in school settings.

# Aims of the sessions:

- Share critique of observed practice in focus groups.
- Critique of school's assessment or feedback policies.
- Presentation of designed school feedback policy and rationale.
- Exploring how this looks like in subject area

# Link with ITTECF

## **Learn that:**

- CCF6.1 - Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
- CCF6.5 High quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.
- CCF6.6 - Over time, feedback should support pupils to monitor and regulate their own learning.

## **Learn how to provide high quality feedback by:**

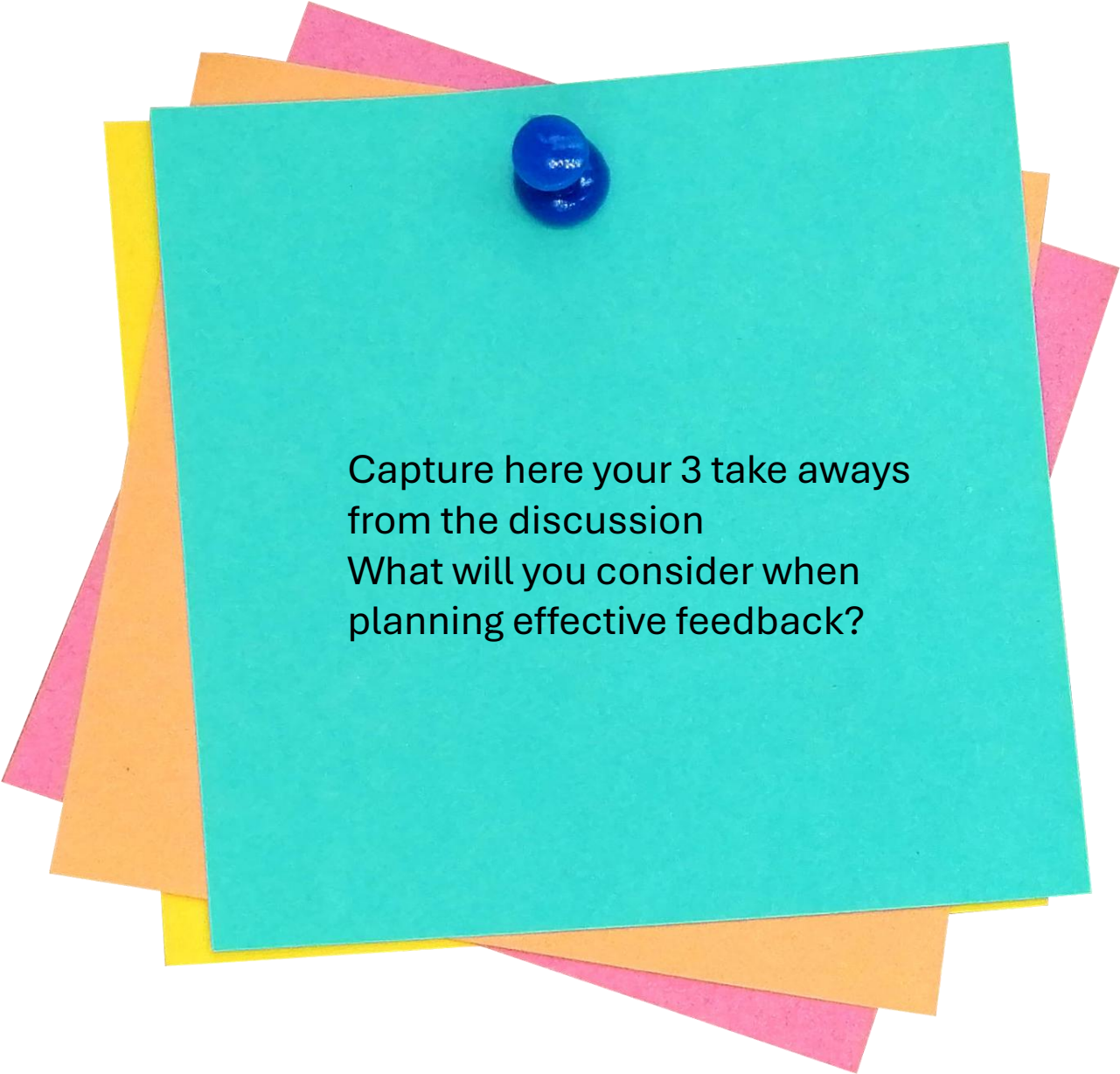
- CCF6i) Focusing on specific actions for pupils and providing time for pupils to respond to feedback.
- CCF6j) Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).
- CCF6k) Scaffolding self-assessment by sharing model work with pupils, highlighting key details.
- CCF6l) Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.

# Revisiting the Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report.



Considering the first 3 recommendations of the EEF: discuss on your table focussing on the observations you made in school settings how each of the aspects of the guidance were put in practice with expert colleagues.

- What was highly effective?
- What were the challenges?
- What was the impact on the learning of the students?



Capture here your 3 take aways  
from the discussion  
What will you consider when  
planning effective feedback?

**Help:**

Consider using a concept map or the grid at the back of the observation form to map out the different types of feedback and their impact on engagement and moving learning forward

# Exploring school feedback for learning policies

In pairs revisit your school assessment & feedback policy.

- What is the rationale behind your school policy?
- How are assessments planned?
- What are the expectations for feedback for learning?
- How does this reflect the Government guidance for feedback to be "meaningful, motivating and manageable"?
- How does this work in practice in your subject?

## Help:

Consider the documents handed in to you by your mentors or PCM or check your school website



# Feedback feedforward in subject area

Here subject lecturers may choose to bring subject specific approach to feedback feedforward

Puposeful feedback in science using BEST resources

# Audience participation

- What is it to be “alive”?
  - Age 0-5: No concept of ‘alive’.
  - Age 6-7: Anything that is active in any way (e.g. makes a noise) is alive.
  - Age 8-9: Only (and all) things that move are alive.
  - Age 9-11: Things that move by themselves are alive.
  - Age 11+: Only animals, or animals and plants, are alive.



# Audience participation

- Still common for MRS GREN to be taught up to age 11
  - This model isn't perfect, and difficult to convince children that plants (and other organisms) comply
- Introduce cells, organs, systems from 11 onwards
- 36% of children aged 14-15 used cellular respiration as a criterion for life (Arnold and Simpson, 1979)

Imagine that an alien spaceship is firing its death rays at Earth!  
The death rays will destroy everything that is made of cells.  
Things that are not made of cells will not be affected.

Statements		Student 1	Student 2	Student 3
1	People will be destroyed.	I am sure this is right	I am sure this is right	I am sure this is right
2	Brick walls will be destroyed.	I am sure this is wrong	I am sure this is wrong	I am sure this is wrong
3	Plants will be destroyed.	I am sure this is right	I am sure this is wrong	I am sure this is right
4	Very small organisms will <b>not</b> be destroyed.	I am sure this is right	I am sure this is right	I am sure this is wrong
5	Dead bodies will be destroyed.	I am sure this is right	I am sure this is right	I am sure this is wrong
6	Bacteria will be destroyed.	I am sure this is wrong	I am sure this is wrong	I am sure this is right

- Students who choose incorrectly for statements 4 and 6 may have misunderstanding that some organisms are too small to be made of cells.
- Students who choose incorrectly for statements 3, 4 and 6 may have misunderstanding that only animals are made of cells.
- Students who choose incorrectly for statement 5 may have the misunderstanding that material that was once living but is now dead ceases to be made of cells.

If students have misunderstandings about which types or sizes of organisms are made up of cells, they may benefit from looking at different types of cells from different organisms using a light microscope

Response activity: What is it made of?

Imagine that an alien spaceship is firing its death rays at Earth!

- The death rays will destroy everything that is made of cells.
- Things that are not made of cells will not be affected.

Look at the statements in the table. Some are right and some are wrong.

Tick **one** box for each statement.

Statements		I am sure this is right	I think this is right	I think this is wrong	I am sure this is wrong
1	People will be destroyed.				
2	Brick walls will be destroyed.				
3	Plants will be destroyed.				
4	Very small organisms will <b>not</b> be destroyed.				
5	Dead bodies will be destroyed.				
6	Bacteria will be destroyed.				

# Planning time

Using the Lesson planning template to emphasise consideration of 3 principles and 2 methods of high-quality feedback- plan your lessons for Day 4

Planning form [here](#)

ITAP Assessment and Feedback lesson  
planning template



Name:

Focus for observation:		Assessment - 'Provide high quality feedback'.					
Linked to Weekly Foci ITTECF6 – ITAP 3							
Class / Set		Number in class	M:	F:	Date		Time
Class Teacher		Support Staff					
SEND					PP		
EAL					Highly able		

Lesson Topic	
Intended Learning Outcomes/Objectives	
What do you want to pupils to know/learn?	
Context of the learning	
How does this build on prior knowledge? How does it link to future learning?	
Anticipated misconceptions and any difficulties expected	
How am I going to check prior knowledge?	Retrieval/Review of prior learning.

Time	Teacher instruction <i>What are you directing students to do?</i>	What is the learning that is taking place <i>What <u>are</u> the pupils learning.</i>	How is learning being checked/assessed?	Impact on students learning
	Lay foundations before feedback is given - provide high quality instruction, with <u>all</u> strategies that set learning intentions (which feedback will aim towards) and assess gaps	Lay foundations before feedback is given - provide high quality instruction, with <u>all</u> strategies that set learning intentions (which feedback will aim towards) and assess gaps	Deliver appropriately timed feedback that focuses on moving learning forward - feedback may focus on the task, subject or self-regulation strategies.	Consider impact on motivation, and provide opportunities for pupils to use and respond to feedback

Lesson Evaluation:

# Evaluation post lesson (preparation for Day 5)

## Lesson Evaluation:

<b>Were intended learning outcomes/objectives met?</b> How do you know? If not, why not?	<b>What part of your planning for effective feedback went well?</b> How do you know?
<b>Were your Instructions and learning intentions clear for all students?</b> How do you know? If <u>not why not?</u>	<b><u>Were</u> your Assessment for Learning strategies <u>enabling</u> you to identify gaps or misconceptions?</b> How do you know? If not, why not?
<b><i>Was your feedback appropriately timed feedback and focused on moving learning forward?</i></b> Remember: feedback may focus on the task, subject or self-regulation strategies. How do you know? If not, why not?	<b>Did your feedback impact on motivation?</b> How do you <u>know</u> ? if <u>not why not?</u>
<b>Were students given time and opportunities to respond to your feedback and move learning forward?</b> How do you know? If not, why not?	<b>What will you do differently next time?</b> How will you do this?

Lunch / break

# Afternoon session:

Presentation and critique of lesson plans in small groups.

Review / modify own plan

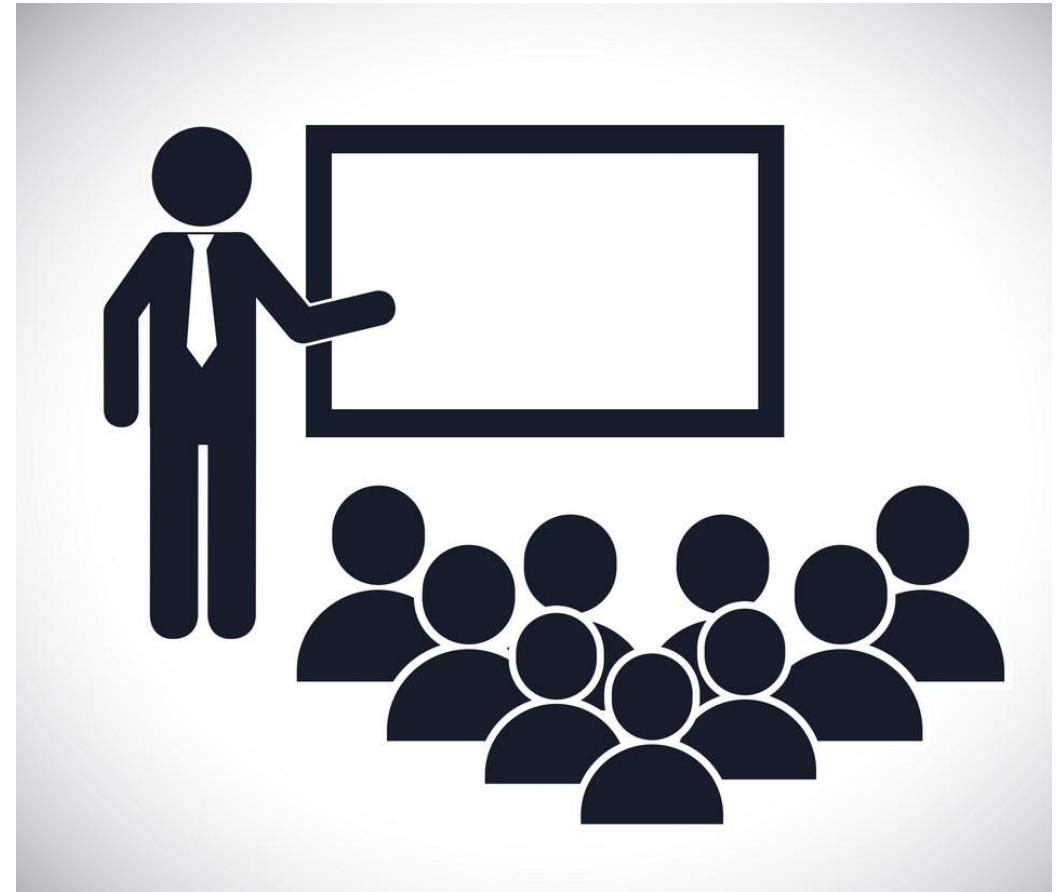
Reviewer:

- **How has your partner laid the foundation before feedback is given ?** provide high quality instruction, with AfL strategies that set learning intentions (which feedback will aim towards) and assess gaps?
- ***How has your partner planned to deliver appropriately timed feedback that focuses on moving learning forward in the lesson?*** feedback may focus on the task, subject or self-regulation strategies.
- ***How has your partner planned for how pupils will receive and use feedback ?*** consider impact on motivation, and provide opportunities for pupils to use and respond to feedback

## Day 5 planning

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Present critique of own lesson in small groups, connected to literature. Include proposed feedback policy and recommendations for future practice.





# Aims of the sessions:

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# References:

- Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report. [Online]. Available at: [https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher\\_Feedback\\_to\\_Improve\\_Pupil\\_Learning.pdf?v=1702275463](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1702275463)
- Summary of 7 Key Recommendations. [EEF\\_Feedback\\_Recommendations\\_Poster.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)
- Education Endowment Foundation (2021) Education Endowment Foundation Teaching and Learning Toolkit, Feedback: Available at: <https://educationendowmentfoundation>.
- Flight et al (2018) *Reducing Teacher Workload Flying High Partnership for the Department for Education* Crown Publishing: London available at: [Flying High - Reducing teacher workload](#)
- Eliminating Unnecessary workload around marking ( Government Review 2016) available at: [Eliminating unnecessary workload around marking](#)
- Subject specific readings:  
<https://livesmucac.sharepoint.com/:w:/s/PGCESecondary2024-25/Edk6qcE4ub1LvjjyUMkQaJ5MBparuRRwZGZeZxqRJS5p05Q?e=UqSAly>